



Campus centre changes hands

Occupation works at Waterloo

WATERLOO (CUP)—The administration at the University of Waterloo has agreed to student demands to turn the campus centre over to student control after a two-day occupation of the building.

The agreement was reached at a meeting between student council and administration representatives Tuesday and ratified by administration president Gerry Hagey the next morning. Officially, Board of Governors approval is still required to legalize the change in control.

Student president Brian Iler called the agreement "completely satisfactory". Students were granted complete control over the daily operation of the building.

The occupation was very confusing.

Tuesday night, a group of 100 residence students invaded the student-held building in an attempt to return control to the administration. They forcibly returned the centre director's furniture to his office and then participated in heated debate with the

occupiers and student executives.

They complained the student council and student newspaper (The Chevron) had been taken over by "Communist-oriented" activists not representative of the general student body. After two hours of debate, a straw vote went 68-53 in favour of giving the building back. The occupation forces refused to recognize the vote and stayed the night.

They then proceeded to move the furniture out again but this time took it out of the building.

And a good thing they did too.

Some 30 engineering students swept into the building Wednesday to force, once again, return of the building. When they went to move the furniture back in, they couldn't find it.

Then they found out that students had won legal control of the building. They stayed an hour and discussed student council policy with council members and went away shaking their heads.

Telephone Directory may be available soon

The Telephone Directory, complete with all undergrad mug shots, will be available to students Monday or Tuesday.

The directory, a students' union project, can be obtained on presentation of a student identification card. In previous years the directory had contained only names, faculties, year, addresses and phone numbers; information obtained at registration.

The pictures of students will be those taken at registration.

Undergraduate pictures are being placed in the directory in an attempt to reduce the size of U of A year book Evergreen and Gold which might be unreasonably inflated if they were included this year. The '68 yearbook contained 432 pages, the '69 edition will have only 316.

"There are just too many undergrad students this year to be included in the yearbook," said Murray Siegler, past editor of Evergreen and Gold.

The yearbook will save \$12,000 by the elimination of undergrad pictures. This constitutes approximately one-quarter of the original cost.

Pictures in the directory will be smaller than those of the yearbook and will be printed on white newsprint. Students will be listed in alphabetical order. This year all of the undergrad pictures will be included in the directory. Last year about half the undergrads had their pictures in the yearbook.

Extra yearbook space will be utilized by devoting more pages to campus activities. In addition, graduate pictures will be larger in size.

Bitchers required

SUB-bitchers can bitch officially now.

The SUB Improvement Committee has drawn up an opinion questionnaire students may complete suggesting changes to be made in SUB.

Questionnaires are available at SUB information desk, the Snack Bar and boxes around campus.

SLAVE OF THE DAY—Would you spend two hours with this girl? Would you pay anything to spend two hours with this girl? Would you believe the Dekes paid FIVE HUNDRED DOLLARS for the services of this girl for two hours? It must have been the great auctioneering or Sinc (Caressing the mike) and Bruce Bannard leching at Wednesday's Slave Auction, because what has this girl got besides a great pair of legs, and a pretty face? Just goes to show inflation is hitting more than consumer goods. By the way, her name is Carol Bowker, she is this year's Miss Freshette, and all the money is going to the Share campaign. Here is how the rest of the stock went: Don MacKenzie—\$5.10, Mike Edwards—\$5.50, Diane Olson—\$31, and Marilyn Pilkington—\$25.

Christian Bay reconsiders decision

After a week of internal strife, the political science department appears to be creeping out of its confused state.

Dr. Christian Bay, who told The Gateway Tuesday that his resignation as head of the political science department was "in the mail", has sent another letter to Max Wyman, academic vice-president, stating he had reconsidered the move.

"The department has made another decision which rescinds the decision they made Monday and the decision I objected to, he said.

Sources told The Gateway Thursday the decision involved decision-making on the political science department council.

Allegedly, the graduate students in political science requested equal

numerical representation with faculty on this council. The faculty asked that they be given time to consider the proposal. It was apparently over this decision that Dr. Bay put his job on the line.

So all is quiet in political science at the moment. But faculty and grad students still are not talking about the week's events.

short shorts

Student Cinema presents Hombre next week

Student Cinema will present "Hombre" at 7 p.m. in SUB Theatre Oct. 28 to Nov. 2.

DEPARTMENT OF MATH

The Department of Math will sponsor the film, "Gottingen and New York" today at 12:30 p.m. in V-wing 124.

POLI SCI CLUB

The Poli Sci Club will be holding a general meeting today at 7 p.m. in SUB. See monitor for location.

ROOM AT THE TOP

Paul Honn will sing at Room at the Top Friday from 9 p.m. to 1 a.m.

WEEKEND

SDU

SDU is holding an open plenary meeting Saturday at 11 p.m. in the Faculty Lounge, 14th floor Tory.

NORTHERN STUDENTS' ASSOCIATION

All students from the North are invited to an organizational meeting of the Northern Students' Association to be held 1:30 p.m. Sunday. Refreshments will be served. Those in need of transportation call 469-8457.

ORIENTATION COMMITTEE

Those interested in Freshmen Orientation Seminar or High School Visitation are invited to attend a meeting of the Orientation Committee Sunday at 7 p.m. See TV monitor for place.

LSM

Pastor E. Checkland will speak on "One Dimensional Man" Sunday at 8 p.m. at 11122-86 Ave. Vespers at 7 p.m. Lutheran Student Movement is sponsoring the evening.

ANGLICAN/UNITED PARISH

A celebration sponsored by the Anglican/United Parish will be held Sunday at 7 p.m. in SUB Meditation Room. The theme will be the role of persons in a society of revolutionary change.

PAKASTANI STUDENTS

The Pakastani Students' Association will sponsor a showing of the best award winning film at the Moscow national Exhibition (1964) Saturday at 7:30 p.m. in TL-11. No admission. Tea and coffee will be served.

MONDAY

DEPT. OF MUSIC

Dept. of music is sponsoring the second workshop concert of the season Monday at Con Hall from noon to 1 p.m. There is no admission charge.

UNIVERSITY AFFAIRS COMMITTEE

A meeting of the University Affairs Committee will be held Monday at 4 p.m. in SUB 280B. Three proposals on university reform will be discussed.

CZECHOSLOVAK STUDENTS

The Czechoslovak Students' Association will celebrate the 50th anniversary of Czechoslovakia at 4:30 p.m. Monday in SUB 142. Everyone welcome.

TUESDAY

GO CLUB

The Go Club is now offering a series of five instructional talks for beginners interested in learning the game of Go. The first talk is at 7 p.m. Tuesday in SUB 140. Boards are available on loan. No charge and everyone is welcome.

WEDNESDAY

FLYING CLUB

The flying club will sponsor a special movie Wednesday, Nov. 6 at 7 p.m. in Tory TL-11. The movie "The Finest

Hours" is the first of a series of special presentations. Cost is 50 cents per person.

OTHERS

ART COMMITTEE

The Art Committee will sponsor a showing of paintings by Bruce O'Neil of the Alberta College of Art. The showing will conclude Monday in the SUB art gallery.

WAUNEITA FORMAL

Soixante, the Wauneita Formal, will be held Nov. 2 in the Jubilee Auditorium. Tickets are on sale at SUB ticket booth at \$4 per couple.

YEARBOOK PHOTOS

Students in nursing science must have their yearbook photos taken and returned by Oct. 31.

SPECIAL EVENTS COMMITTEE

The Special Events Committee presents the Canadian Opera Company's "Barber of Seville" at 8 p.m. Thursday in SUB theatre.

SINC SUNK

The Sinclair on Housing Speakout has been cancelled due to exams and other commitments.

JAZZ DANCE

Learn to jazz dance. Regular lessons will take place every Tuesday in the Dance Studio. Everyone welcome.

EVERGREEN AND GOLD

Those students interested in working on the yearbook phone 433-7571 for details or leave names at the receptionists' desk 2nd floor SUB. No experience is necessary; training is provided on the job.

DANCE

Dance with the West Indians Saturday, Nov. 2 from 8:30 p.m. to 12:30 a.m. with music by the Tropical Playboys.

BRIDGE CLUB

U of A Bridge Club will sponsor Monthly Master Point Night Oct. 30 in SUB 142 at 7 p.m.

GRADUATE WIVES' CLUB

The Graduate Wives' Club is holding a dance Nov. 8 at the Old Timer's Cabin at 9430 Scona Road. There will be dancing from 9 p.m. to 1 a.m. to the music of The Three Sharps. Admission is \$5 per couple.

CON/FUSION

A meeting to organize an Arts Festival-CON/FUSION will be held at 7:30 p.m. Oct. 30 in SUB Meditation Room. Students and faculty interested in the Arts are welcome.

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Big Gift on Campus

Stuffed animals are "in" on the nation's campuses this year. Besides their size, what makes them big? They're a light and happy gift of fun for imaginative guys to give their swinging gals on any occasion, be it anniversary, sports event or prom. No matter what their shape, color and size, these bundles of personality always please the feminine taste. And they're kept for months and even years, to remind her of the occasion and especially of the boy. Not only is there a stuffed animal for every imagination, but they're readily available. They don't crush, wilt or spoil, and need no fancy wrapping. They're also within budget range of every young man.

Some fellows pick a toy to match the lady's personality, others choose one that complements the decor of her favorite room. Many select her favorite animal, while others pick her favorite color. Most don't stop with one, but prefer to build a collection that can grow to a dozen or more during a year. Some give all of a kind, like all lizards, or bears, or rabbits, relying on the various manufacturers' designers to provide the difference. A favorite approach is to seek out as many variations as possible of the campus mascot, giving the girl friend a different one on important occasions, like the biggest athletic events of the year. The possibilities are limitless. And the strategy is perfect. After all, what girl would break off with a guy who is in the middle of a collection?

While pink elephants and purple bulls are popular, psychedelic patterns and colors are among the new things this year. Nonpsychedelic offerings include bulldogs and teddy bears with turtle-neck sweaters; 5-foot giraffes and 5-inch baby squirrels; standing basset hounds, sitting zebras and reclining racoons; and an 8-foot "lady boa". In addition there are toys that fly (a bee and a duck), some that swim (a whale, a frog and a seal), some that creep (a dragon, a turtle and an alligator) and many that run (deer, squirrels, and zebras). Some serve as pajama-bags, while others play tunes and ring bells.

They're all part of a nationwide menagerie that is being replenished at the rate of over 28 million a year.



Doctors discuss weed

"Causes... a feeling of well-being"

Some 300 students dropped in to turn on with the Committee to Legalize Marijuana Wednesday in SUB Theatre.

Three medical doctors presented their various views on the medical aspects of marijuana.

Dr. P. A. Roxburgh said: "Its more pleasant than alcohol. There is no hangover, and its usually cheaper. However, it cannot be used as a pleasant drink with dinner."

Dr. Roxburgh discussed the psychological effects of marijuana.

"Marijuana in the way in which it is normally used can be described as 'recreational'." It causes elation and a feeling of well-being. The extreme reaction is a feeling of "mystical oneness" but quite a large quantity must be used to achieve this.

He warned there can be more serious effects, such as a sensation of panic or unfounded persecution, especially among regular users.

However, such prolonged or delayed effects are very rare, he said.

"Under no circumstances could we (the medical profession) ever condone the use of a substance like marijuana, knowing as little about it as we do," stated Dr. C. J. Varvis.

Dr. Varvis immediately stated that he was "eminently unqualified" to speak on the subject of marijuana since he knows almost

nothing about the subject. He is a member of a government committee formed to investigate the use of drugs in Alberta.

"All drugs are dangerous until they are proven safe," said Dr. Varvis. He said he is disturbed marijuana has not been proven safe and that so much of the literature published on the subject is "unadulterated bull."

Dr. Roxburgh stated we should be "extremely reluctant" to legalize pot, since we do not have the right to "introduce another potentially disturbing element into a society that already has too many of these."

"The laws on marijuana are vicious and cruel" said Dr. A. Kempton.

He suggested that a discussion of marijuana belonged in the broad social scene, not as a medical issue.

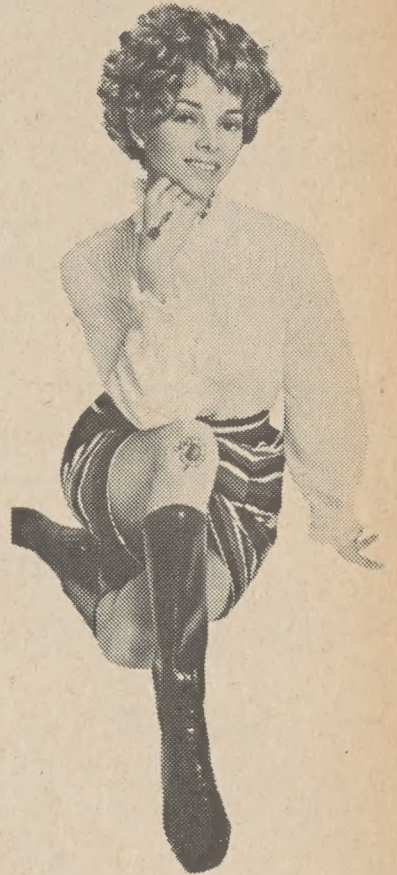
After the doctors had finished, there was a rather spirited discussion. Dr. Varvis was accused of being biased on the side of the establishment.

"I'm a square", he admitted.

The audience and the panel discussed a few of the legal aspects of marijuana, and it was suggested that some lawyers be invited to speak on this topic.

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—Dave Fedorkiw photo
DR. C. J. VARVIS (on right)
... "eminently unqualified" ... on marijuana

Official notice

University regulations require that all campus clubs must be registered with the coordinator of student activities.

If your club is not registered please obtain registration forms at the students' union reception desk, second floor SUB, and submit them before Nov. 15 to Don McKenzie, coordinator of student activities.

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United States and Canada, was appointed visiting professor to this university in 1966. As university professor he lectures on political science and history.

Dr. Ludwig von Bertalanffy, scientist, diplomat, and multilingual author, was appointed professor of theoretical biology here in 1960. Dr. von Bertalanffy is now university professor in the department of psychology, zoology, and medicine.

Two professors at The University of Alberta have been appointed to University Professorships.

Professor James Barrington and Dr. Ludwig von Bertalanffy have been designated University Professorships, the first in U of A's history.

A University Professorship is a distinguished and rare appointment given to a professor whose work on campus covers such a wide range that a normal appointment within a single department would not be appropriate. The experience and versatility of such a person qualifies him to teach in more than one department in the university.

The possible candidate's name is brought before the General Faculty Council by the department or departments concerned. After consideration by the Academic Development Committee, a temporary or a permanent appointment to a University Professorship may be made by the Board of Governors.

Prof. James Barrington, Oxford graduate, Indian Civil Servant, and Burmese Ambassador to the

The Gateway

member of the canadian university press

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sports editor Bill Kankewitt
photo editor Chuck Lyall

STAFF THIS ISSUE—It was a dry night here tonight, but poor Harvey really got his backbone jolted when he discovered a second engineer on staff. And it is a SHE. What is a perfectly normal girl like MISS Terry Pettit doing in engineering? The rest of the staff, Laurie Kostek, Dave Fedorkiw, Joe Czajkowski, Judy Griffiths, and Katriona Sinclair, are perfectly shocked. And as for your's truly Harvey G. (for gawd its a mixed up world) Thomgirt, if there are people like Terry in engineering, maybe I should just slither over there.

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PAGE FOUR

FRIDAY, OCTOBER 25, 1968

A committee to study the government and education

By ALLEN GARR
Canadian University Press

Ross Thatcher, premier of Saskatchewan, has threatened to close down any university in his province if students get rambunctious.

Students marched on the British Columbia legislature two years ago to see then minister of education Lester Peterson and complain about inequities in allotment of loans and bursaries. Peterson refused to speak to them except to say: "You should all be back in your classrooms or libraries, where you belong."

The government in Quebec has, so far, sidestepped its promise to build a second French university in Montreal and the minister of education, Jean-Guy Cardinal, said he would back any action CEGEP administrators would like to use, short of bringing in the cops, to drive the 45,000 protesting students back to class.

The list of incidents of government control, threatened control and interference in the educational system in Canada is endless.

The buck passes continually between the federal government and the provinces.

Student and faculty demands received in Ottawa are bounced out to the province and back to Ottawa. Governmental heavy handedness and irresponsibility at the federal level is perhaps best realized in Trudeau's classic statement: "Education is a provincial responsibility, you know."

But government intervention in academic affairs has been frequent in Canada since World War II when government subsidy of postsecondary institutions became their major source of income. And the government is determined not to pay for a pie it can't keep its fingers in.

The most popular form of government control lies in its appointment of governors or regents to university boards.

What the government would like to believe is a marriage between themselves and higher education.

CRUG (the Commission on the Relations between Universities and Governments) was conceived to clarify the relationship between the two bodies.

CRUG is a co-operative venture of the Canadian Union of Students (CUS), l'Union Général des Etudiants de Québec (UGEQ), the Association of Universities and Colleges of Canada (AUCC) and the Canadian Association of University Teachers (CAUT). Representatives of each of these groups—one from the student organizations and two from the professional organizations—make up the steering committee that acquired \$150,000 from the Ford Foundation in November, 1967, to finance the study. They also chose the co-commissioners, Dr. Donald C. Rowat and professor René

Hurtubise, and then set them the following mandate:

1. To consider the distinctive role of universities in the changing Canadian society, particularly with respect to their responsibilities for the development of this role at the various levels of society: community, provincial, regional, national and international.
2. To determine the need, nature, and extent of: (a) university autonomy and (b) government and public control of universities.
3. To recommend the appropriate instruments by which relations between universities and governments can be established that do justice to their responsibilities.

In discussing the mandate, Rowat says: "Almost anything to do with higher education falls into our terms of reference, so we have to set up priorities."

While Rowat is "impressed with the similarities of problems in education from province to province" it is doubtful simple description of them will do more than scratch the surface. CEGEP de Hull in Quebec is not Simon Fraser University in British Columbia.

Rowat admits he doesn't think he can study all problems in depth and seems to be more an academic chart maker than a social reformer.

The overwhelming mandate, however, is not the only thing which may render CRUG totally ineffective. CRUG co-commissioners have only until June 1969 to report and have had few briefs presented to them since they were appointed in May.

Letters requesting briefs went out this summer and set a deadline of Dec. 1, 1968. This was to allow Rowat and Hurtubise time to review the briefs before their planned three month tour of open hearings from January to March of next year. The deadline has now been extended to the end of December, in the face of summer slowdowns and general lack of information about CRUG.

Like a royal commission, CRUG hearings will be open to the public; unlike a royal commission, however, the CRUG report was not called for by any government agency and may, after being published, disappear.

While CRUG has a fair chunk of cash from Ford to operate on, Rowat said that most of this will go to pay the two commissioners and their staff of four, and the open hearing expenses. Rowat pointed out that the grant is relatively small when compared to the 7 million dollars already budgeted for the B & B commission and the 600 thousand dollars so far spent by the Royal Commission on the Status of Women.

We seldom measure successful projects in dollars and cents; it is only when they seemed doomed to failure that we wonder why.



Editorial

CUS — is the end near?

The Canadian Union of Students, after a frightful scare caused by wholesale withdrawals at their annual bull session this summer, came out of the meeting in pretty fair shape.

Threats to withdraw by such well-populated places as the universities of Manitoba, British Columbia, Victoria and Saskatchewan at Saskatoon failed to materialize. A number of lesser schools also remained solid with the union.

It was, after a sickening scare, a fine conclusion to a bad week for the likes of Peter Warrian, Martin Loney et al who lead CUS. Warrian is president and Loney, former Simon Fraser student president and acknowledged student power advocate, is president-elect and will take over as president next September.

And out of the CUS congress came resolution after resolution—dealing with numerous facets of society and university life. But the printer's ink was soaked mostly over the resolutions dealing with The Task—to organize the student masses into an anti-capitalists, anti-American, anti-fascist, anti-authoritarian, anti-imperialist, anti-administration movement.

This publicity has hurt them.

Loney laid it on the line when confronted with the media-CUS problem.

"One of the reasons (for the many prospective CUS referendums), is the treatment CUS has been getting from the media, particularly in eastern Canada. The impression the media has tried to give of CUS is that we are totally non-representative organization, which is irresponsibly urging students to more or less burn down their campuses. The press has tried very strongly to associate CUS with violence without ever substantiating their charges."

He said those universities withdrawing from CUS are victims of "genuine confusion" and "reflect a

lack of intellectual courage". He said the move to withdraw "is a call for a return to apathy".

Loney, an emotional and skillful speaker, said CUS "should be far stronger than it has ever been" by 1969.

It is difficult to follow this logic.

The media seems to have taken CUS by the scruff of the neck, bounced it to the floor and then retired to await the ten count. Right about now, we would say the count is at about, oh, six or so.

Already rejecting CUS in referendums held in the past two months are the Universities of Lethbridge, Windsor and Waterloo Lutheran. Even the CUS magazine can't publish because no one will advertise in it.

Now the former haven of student radicalism, Simon Fraser, will hold a referendum. The universities of Waterloo and Western Ontario will get into the act also. At last count, there were about 10 schools ready to put the word to the students.

CUS has about 29 members at the moment and if even half of the estimated 10 institutions put the boots to CUS, the battle will be over and Canadian student radicalism will get its first licking—on a national basis.

All quiet

No one in political science is talking. Dr. Christian Bay says one day he is all through and two days later he's back at the head chair and everyone appears happy.

But the faculty won't talk. The grad students won't talk. The undergrads don't know what to talk about. The apparent source of the problem is the department council. Grad students allegedly want parity with faculty. Sources say the didn't get it. So they withdrew—allegedly.

Faculty representation on students' council?

The Editor,

Although in the current period of jockeying for "power" there is some uncertainty as to where the power lies (administration? General Faculty Council? Board of Governors? students?), there are definite attempts of members of various groups to attain participation in various previously discriminating bodies. The best examples of this are the success of faculty members in gaining a minimal number of seats on the Board of Governors, and the students' union a minimum number of seats on the General Faculty Council and apparently also on the Board of Governors. These are good moves but no one seems satisfied yet.

It will not be long before some wise faculty member raises the cry for faculty representation on the students' union council. Indeed, why not? Surely what the students do is of interest to all the university. I suppose even the

administration and the governors might wish to have voices on the students' union council.

I imagine the conservative student opposition will raise the cry that the students' union is a student affair and no one else has a right in it. It is doubtful that this argument could hold water, even recognizing that students and faculty (and administration and Board of Governors) are different. But if faculty do gain admission to the students' union council it will no longer be a students' council. That could be remedied by change of name, say to the University Affairs Council, or some such.

However, analogously, General Faculty Council has also been changed. If students and faculty are different (and I suspect this difference is the point of a university's existence) then joining them in a governing council changes it from a General Faculty Council to something else. If

that is the case, the name should be changed to reflect its changed nature. I would suggest a University Affairs Council or some such.

If that were done we would have two University Affairs Councils, a ridiculous situation, which would not be much improved by changing the name of either one of them. Better they should amalgamate into a single UAC and all work together towards the same ends.

Nevertheless, we must take into account the interests of students and faculty do not exactly coincide, although they overlap widely. Under these circumstances there will surely arise through some sort of activist promotion a new students' council to press for the interests of students and new faculty council to press for the interests of faculty.

If this became the case then the university's academic decisions would be made by a University

Affairs Council, lobbied from one side by the students' council and assailed from the other by a faculty council. All the groups will have their radical and conservative elements, and all will claim a considerable portion of rightness.

It is a bit disconcerting to realize that after all this, the situation will not be much different than that which exists at present, where a GFC toils amid reams of paper, viewed with suspicion from one side by the students' union and from the other by a staff association. *Plus ça change, plus c'est la même chose.*

The ultimate disappointment is, however, the realization that things such as Boards of Governors and administration are peripheral to the main function of the university, which is the transmission of experience and the utilization of it to modify and improve man's state. The academic functions of the board are largely obsolete; the duties of the administration are

to make easier the job of faculty and students. Sitting on any of these governing or administrative boards is just simple watchdogging, becoming part of a mechanism for obtaining and distributing financial and physical support for the university. Although these functions form the boundaries of the university's growth, and the details of their operations by their nature are often irritating and fail to satisfy many, they remain secondary, the province of administrators no matter where they are drawn from. It will soon be seen that the student as administrator is more administrator than student.

The conclusion from all this is that it is in the classroom that it can groove. That's where ideas grow, changes take place and the questions that you have to ask are set up. Find the good profs, stimulate them. Don't worry about the prez. He has to go where we go.

J. R. Nursall,
Dept. of Zoology

Fantasticks — It should have been reviewed this way

The Editor,

On Saturday, Oct. 19, 1968, there appeared in the Edmonton Journal, a critique on "The Fantasticks", this year's production by the Jubilaires Club here on campus.

Edmonton's "critic extraordinaire" claims students are mere "tyros". What does he expect—professionalism overnight? Furthermore, every effort should be made to encourage these youngsters who are interested enough in musical theatre to devote valuable study time to their amateur effort. In other words, Mr. Westgate's advice could be said to be—"Forget about the theatre, Jubilaires, you will never make it."

The question in this author's mind, after reading many a West-

gate review, is simply this: What are his qualifications as a critic and what are his standards? As a professional stage artist myself, I am somewhat amazed at Mr. Westgate's comments and I think it's about time an investigation into his credentials be made.

Now to be specific. "The Fantasticks" is a well-written play showing both sides of life—fantasy and fact. Using the same devices as Mr. Westgate, I shall attempt a critique on the Jubilaires' performance.

Bernie Dombrowski as Louisa brought out the typical 15-year-old girl's romantic dreams right up to the point of her seduction by El Gallo (Ron Sills). In Act Two, after her growing up, there was even a change in the tonal quality of her voice and in her behavior towards Matt (Larry Ethier). Larry Ethier's voice is pleasant, but unfortunately lacks stamina and at times Bernie's exuberance (natural for a teenager) tends to overpower his softer tones.

El Gallo was stunningly portrayed and in Ron Sills there is much potential. It is difficult to tell just how much of this was exhibited. His narration was at all times perfectly clear. (I may add that I was sitting in the last row of the balcony whereas Mr. Westgate had an almost ringside seat).

The fathers of these two lovesick children were quite adequately played except for some of their movements which were not always in unison when they should

have been. Brad Willis's Indian was an object lesson in getting the audience involved. These two death scenes were entirely for their benefit, right down to rolling off the stage into the audience.

The orchestra, without the benefit of a conductor, which could not be worked into the set, erred on the side of volume at times, but was fairly stable throughout.

Overall, the simplicity of the set and the involvement of the characters matches anything that I have been at England's Drury Lane. The performance, however, was not as professional as Broadway or Drury Lane, but for an amateur group, even a nit-picker like me was satisfied and relaxed after the show.

G. E. Austin

This is page FIVE

Inequality is synonymous with the land called Mexico

I am a communist

Because I see humanity in pain,
Under the boot of imperialism,
Because I see the peasants suffering,
And because the braceros are leaving.

I am a communist

Because the people don't even
have the right
To ask that they be treated justly,
And because the salaries are meagre,
And because there is no equality.

MEXICO CITY (CUP-CPS) — Although these words, taken from the wall of a strike-bound Mexican university, reflect the politics of only a few students, they do reflect the surroundings of every Mexican student. In a country which makes the American press with its annual report of a 7 percent gain in gross national product and its election every six years, this may seem a contradiction.

This seeming contradiction is, however, a reflection of the great inequalities which have long existed in Mexico. Even as far back as the beginning of the 19th century, a visitor to Mexico called it "the land of inequality".

A century later the Mexican Revolution was fought to eliminate these inequalities. In this struggle most of the fighting was between rival factions, not between revolutionaries and the old guard. Early in the war the landed aristocracy which had been governed by Porfirio Diaz was defeated. What followed

was a struggle between the militant agrarian reformers, Pancho Villa and Zapata, and the emerging entrepreneurial class led by Carranza and Obregon. The eventual triumph of the entrepreneurs set the stage for both the successes and failures of Mexico in the last 50 years.

In 1927, ten years after the end of the revolution, the dominant faction founded a political party which has grown into a monolithic structure known as the PRI, Partido Revolucionario Institucional. The PRI, which has never lost an election for president, governor, or senator, is the dominant factor in the Mexican political scene.

The PRI's domination has had its rewards, but the price has been high. The PRI has given Mexico stability and economic growth which can be equaled by few other Latin American countries.

One obvious price of this domination has been the inability to effect change from outside the PRI. Since the results of the elections are a foregone conclusion, the PRI holds the power to choose officials through nominations which take place behind closed doors. Similarly the labor movement offers little opportunity for change, as it is made up of government-controlled unions.

In the few instances in which the labor movement has become a force of change, it has been brutally crushed by the government, as was the

1959 railroad strike. In the past the student movement has also been impotent, due to both government control and brutal repression.

The PRI has also been unable, or unwilling, to cope with rural poverty. (Ironically, this was the main issue of the Mexican revolution) The government's program of land reform has consisted of giving landless peasants small plots of land in agricultural communities called ejidos. In these communities the peasant has use of the land and its crops, but may not sell the land. Combined with this land distribution is a program of government technical and financial aid to the peasant.

In actual practice the program has largely been a failure. Most of the peasants receiving land have had little education and don't adjust readily to modern agricultural techniques. More important, the government has failed to put sufficient resources into technical aid and agricultural credit. Rather than diverting resources to agriculture, the government has promoted investment in more lucrative industrial projects.

The net result has been to divide the land into small, often inefficient units, which have done little to raise the standard of living of the rural population since the Mexican revolution.

In addition, the land problem is heightened by population increases.

There is little land left to distribute to the increasing population, and what is distributed is often of poor quality. The recent growth of large farming operations has taken up much of the productive land. As a result there are still two million Mexican peasants without land.

This situation, has resulted in the country dwellers having an income only one-quarter as high as the city dweller. However, inequalities do not end here. The working class is divided between those who are members of the government-controlled unions and some ten million who have no union representation at all. Confronting the workers are the wealthy and the powerful who have the backing of the PRI. As a result, the benefits of a rapidly expanding economy have remained mainly in the hands of politicians, the professionals, and property owners.

Another price paid for stability and rapid industrial development is the increased control of the Mexican economy by American interests. The result of this is that more than half of the top 400 corporations have strong foreign interests—many cases controlling. Combined with this foreign control, mainly from the United States, is increasing American cultural influence in Mexico, ranging from the Reader's Digest to the ever-present Coca-Cola.

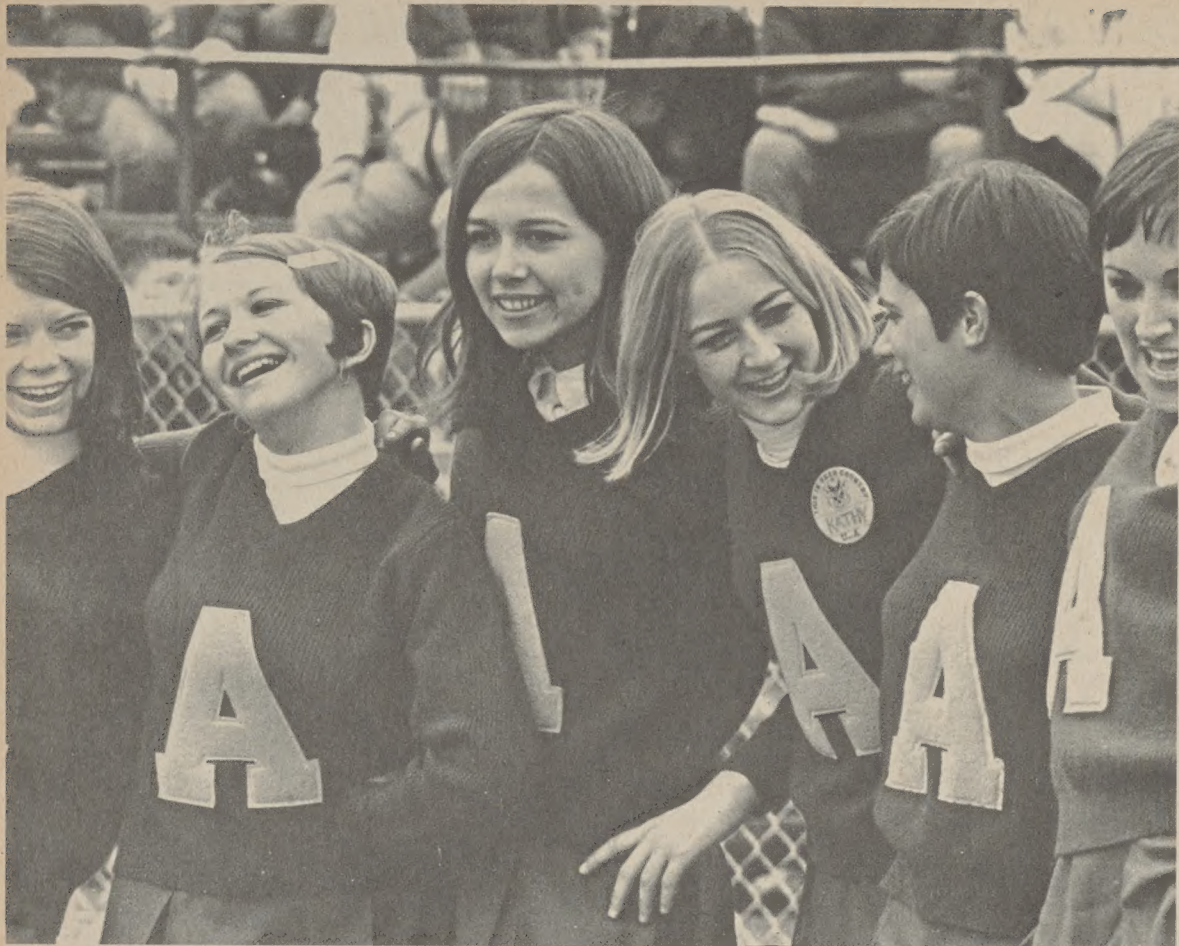
Although American domination has long been a sore point in Mexico,

during the term of the PRI's incumbent president Diaz Ordaz, American investment has been flowing in at an increased rate. Criticism of American financial control and Diaz Ordaz's furthering of it are two of the topics drawing the loudest cheers at student rallies.

Despite these various shortcomings, the PRI still seems to be firmly entrenched in power. Political opposition is token and mainly serves to give the PRI a facade of democracy. The labor movement has sold out to the government and workers are either trying to make ends meet or to achieve middle-class status. The campesinos are unorganized and their takeovers of large land holdings have been repelled by the army. Jaramillo, the peasant leader who managed to organize peasants around militant demands in recent years, was killed by the government.

The current student movement is the first nationwide organized opposition to the establishment. At present, the students' liberal demands do not threaten PRI control. However, many students have gained a radical political perspective and may come back to haunt the government, just as a young lawyer named Fidel Castro did in Batista's Cuba.

In the meantime, Diaz Ordaz will stay in power and his successor will almost certainly be the PRI candidate for the 1970 elections.



HERE THEY ARE AT LAST, GUYS—Six of Alberta's very spirited cheerleaders show their . . . wares at last Saturday's football game. As you ogle from left to right the young ladies are Leslie, Terry, Patty, Kathy, Mary Ellen and Georgia. If you're wondering what the girls' last names are we are holding them in trust here at the sports office. (In the trust of six very spirited sports reporters). The gals can be seen in ACTION at the Bear-Dinnie football game tomorrow.

Hockey Bears split with junior Stamps

PONOKA—The hockey Golden Bears paid a visit here Tuesday night, hoping for a repeat performance of last Sunday's 17-2 romp over the Stampeders.

But they were rudely jolted as the Stamps hustled and scrapped their way to a 5-2 triumph.

The Bears, who had only six senior players in their line-up, were outskated and outhustled right from the opening face-off, and only some good stops by goalies Zane Jakubec and Bob Wolfe kept the score down.

RYCROFT GETS TWO

Allan Rycroft led the way for Ponoka with two goals, while Paul Levesque, Darryl Hinkley and Randy Wyrozub notched singles. Gerry Hornby, an ex-Stamp, scored both Bear goals.

Levesque opened scoring at 15:34 of the first period, picking a corner behind Jakubec from 30 feet. Hinkley made it 2-0 at 16:43, stealing the puck from defenceman Don Manning and sliding the puck under the sprawling goalie.

The second period was scoreless, although the Bears did have some fine scoring opportunities. Only the fine work of goalie Bob Galloway kept them off the scoreboard.

BEARS SCORE

Rycroft increased Ponoka's lead to 3-0 at the 6:13 mark of the third stanza, and made it 4-0 at 11:54, after a scramble in front of Wolfe. Hornby narrowed the gap at 13:18 with a picture goal, taking a pass from linemate Bob Reddick,

also an ex-Stamp, and whipping a wrist shot past Galloway from 15 feet.

His goal seemed to spark the Bears, as moments later Galloway came up big to stop both Milt Hohol and Dave Rosichuk from point blank range. Wyrozub's goal at 15:33 was the final blow as far as the Bears were concerned, and Hornby's second goal at 16:21 made little difference to the final result.

Coach Brian McDonald of the Bears decided to leave the majority of his big guns at home, feeling that they probably would get more out of practice than they would with a game against the Stamps.

As a result, Tom Devaney, Milt Hohol, Don Manning, Bill Suter and Bob Wolfe were the only veterans to make the trip. Of the other thirteen who went, only about five or six will end up making the varsity team, the rest playing with the junior Bearcats.

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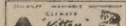


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Bill Kankewitt ... on football

Old Gateway Sports Editors never die. Being filled with hot air they just rise to greater heights.

A voice from the past made itself heard this week when Steve Rybak, last years' editor, penned a few lines to the present Gateway faithfuls.

Upon leaving university last year Steve was faced with a difficult decision. What should he be when he grows up?

Having just graduated in education he had the opportunity of becoming a teacher. However, the subjects that Steve excelled in just weren't taught in the school system.

Being a long standing participant in the Navy's ROTP, Steve could have become an officer in her majesty's navy. But as he is allergic to salt peter he realized that he would have trouble stomaching the cooking at sea.

Always one to go about decision making in an astute and scientific way, "old sea legs" decided to flip a coin.

To make sure the setting was just right for decisioning, Steve took along a broad and a bottle and headed into the woods to contemplate.

With the setting complete, Steve flipped the coin. As fate would have it the coin landed on edge in a pile of manure.

At that very instant lightning flashed, thunder roared and Steve Rybak knew what he wanted to do. He would become a professional sports-writer.

Upon his return from the woods, four days later, "old swayback" diligently fired off letters of application to Canada's leading papers.

Four papers offered him jobs. They were the Lac La Biche Lepper, the Ungava Nugget, the Canada Goose and the Montreal Star. After considerable deliberation and another coin flipping session, this time with a four-faced edgeless coin and a blond, Steve decided to go to Montreal.

Its been several months now since Steve left for that evil city in the east.

In his letter he mentions that he is doing well and enjoys his new vocation. Not one to lose touch with the "old school," Steve has kept himself up-to-date in matters which interest him on campus especially those concerning the Golden Bear football team.

He has been amazed at the way the crowds have been flocking to the games as is evidenced by the following excerpt from his letter.

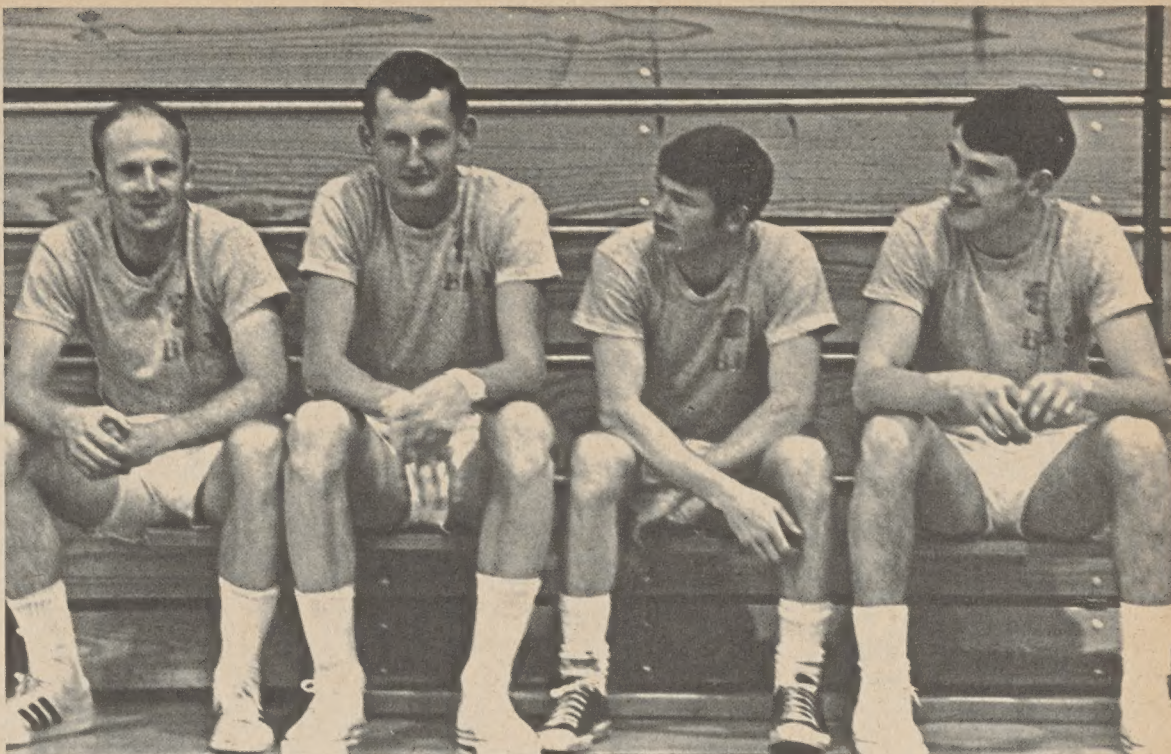
"Oh my God. Can it be true. This happening at the University of Alberta. Students actually attending a football game. But this only happens in universities with spirit and tradition and organization within a publicity department. Surely this can't be the staid, dull, apathetic university that I knew last year.

"There were the Schielke supporters and the boys from Lambda Chi Alpha and a few other odd bods and sods. Enough to guarantee at least a couple of hundred in the stands. But now this. Its too much for the system to take.

"Can it be that college football is finally coming of age at the U of A? Its about time. But where do you put all the people? Isn't it about time for a decent stadium befitting a national champion? Why then the Bears might even to be able to draw a crowd of 10,000, not uncommon at Toronto, Queen's and Western.

"Football is big business and should be run as such. The athletic department has just realized it and is making an attempt to shed itself of the old bush league operation it clung to in the past.

"But how far will they go to make football a success at Alberta? I hope not just half way."



FOUR HAPPY BEARS—Why? Because a Gateway reporter interrupted their practice. He wanted a picture of them on the bench and so while the remainder of the team went through their gruelling exercises these four, (from left to right), Andy Skugins, Larry Nowak, Bobby Morris and Ian Walker just sat by and watched. Thank God for Gateway reporters.

Bear gridgers play Saturday

Dennis Kadatz and his Dinosaurs are coming to Varsity Stadium, Saturday, 2 p.m.

When these two teams met earlier this year in Calgary on Oct. 5, the result was a hard fought, closely contested football game, probably the most entertaining to date in the western conference. The Golden Bears came away 33-21 victors, but the outcome was not decided until late in the fourth quarter.

This Saturday the provincial rivalry should continue with gusto as the Dinosaurs are facing their tenth straight loss to their northern rivals. Last week the Dinosaurs managed 26 first downs but lost to Manitoba Bisons 35-13. The Bisons earned only nine first downs. In Edmonton the Bears outscored the Saskatchewan Huskies 37-13.

College Bowl will be held in Edmonton, Sunday, Nov. 17, at 2 p.m. In important games last week Western trounced McGill, Queen's topped Waterloo 33-17 and Toronto overwhelmed McMaster 42-8.

COLLEGE BOWL

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Arts Council decides to re-evaluate position

"The only solution is to act as a power group"

By CATRIONA SINCLAIR
The Arts Council wants power. Power to represent the arts undergraduate students on both the students' council and on the arts faculty council.

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That's what came out of the meeting Wednesday night in the lounge of the arts building.

Conrad Boyce, vice-president of the Arts Council put forward the motion that "the Arts Council cease functioning as anything but an idea group to reorganize the pending new Arts Council."

This would mean the dissolving of the group as it now stands—a flexible organization of interest to all arts students.

Boyce's motion would involve electing the Arts Council as an executive for an arts undergraduate society. There would be compulsory due-paying membership and the arts representative to the students council would auto-

matically be vice-president on the Arts Council.

Boyce was particularly interested in the academics and curriculum board. He outlined its purpose—"to review courses and professors. It's members to sit on departmental and faculty councils."

Dan Mercer, president of the Arts Council, did not want to change the present organization of the council which is that of a registered club of interested people.

Mercer felt it was necessary to keep the social side of the club to build up membership and then proceed towards an undergraduate society.

"Social activities are the life line of the group and not everyone is interested in formulating this proposal," he said.

He suggested a sub-committee to be set up to work on Boyce's proposal or one similar. This would go to the re-organizational committee of the students' union with a probable referendum to be held for arts students.

With the approval of the students the proposal would then be subject to approval by the students' council.

Various students then discussed the motion.

"Arts students only need cohesion within the faculty. General arts students want guest speakers and dances."

"The Arts Council should be a political body, agitating for representation on faculty council."

The proposal for compulsory dues was generally disliked on principle.

Eventually after heated debate the motion was defeated, 32 to 8 with 6 abstaining.

A motion was then passed that the Arts Council discuss its purposes and direction.

Dan Mercer then adjourned the meeting under protest from the floor. But, as many people were leaving, it was decided that the discussion would resume the following Wednesday.

However, after the adjournment, the hard core of the students interested in political reorganization

sat down to discuss Boyce's ideas.

Boyd Hall, the arts representative on the students' council disapproved of Boyce's proposal for the immediate direction of the Arts Council.

"It's necessary to create the organization before the legitimacy," he said speaking about the club's lack of members.

"I don't believe in a compulsory organization but I do favor greater student representation," he continued.

Boyce said, "The arts rep has no power in the faculty, only in the students' council."

Boyd replied, "I hesitate to say I can do much on the student council."

Asked what he was doing in students' council for the arts students, he said, "After the first meeting I find that free discussion is not encouraged."

He continued, "I'm more concerned with students becoming a responsible group in society. At the moment they are outcasts. It's up to us to gain the respect of the public not to merely expect it."

One student in the discussion group said, "We'll never get the majority of arts students interested or participating. The only solution is to act as a power group."

"We are out for classroom reform and we have to have pull. We have to be a legitimate undergraduate society."

"Then they can't ignore us. We're going to be a power body."

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Canadian University Press DATELINE

CUS referendum at Simon Fraser

Burnaby, B.C. (CUP)—Simon Fraser University will go to the polls at the end of this week to vote on continued membership in the Canadian Union of Students.

Tuesday the student executive voted seven to three to withdraw from the union and is sending that decision to referendum for ratification.

Rob Walsh, student president, favors withdrawals from the student union because he feels the \$6,000 in membership dues could be put to better use somewhere else. Besides, CUS, he feels, is "an unrepresentative body".

Walsh is the new president at SFU, having defeated John Conway, an activist candidate. Walsh was billed as a "moderate".

He succeeds Martin Loney, now president-elect of CUS.

At least 10 schools plan CUS referendums before the year is out.

Student leaders are "communist"?

WATERLOO (CUP)—University of Waterloo administration president Gerry Hagey, beset with growing student unrest on his campus, knows the reason for the trouble.

On Friday he announced that local and national student leaders were communists.

The announcement was made to a dozen students in his office, attempting to find out his response to a demand that he turn over control of the student union to the student council.

In a statement released Monday, Hagey reiterated the charges: "What I said was that some of these people (local leaders) have said in print they are committed to a Marxist-Leninist philosophy and it would appear they are now following the communist approach to situations such as:

(1) The end justifying the means

(2) Attempting to act first and discuss or negotiate afterward from a position of power."

Tom Patterson, student vice-president, was present at the Friday session and said Hagey also implied the Canadian Union of Students was a communist organization. He said Hagey felt CUS was responsible for "local communist leanings". Hagey has refused to comment on the validity of the quotations attributed to him.

A black and white photograph of a person's legs, wearing jeans, with a hand reaching up to touch the knee. The image is oriented vertically, with the legs running from top to bottom. The hand is visible at the top left, reaching towards the knee. The background is dark and textured.

casserole

education is a giving thing
as much as a getting thing

casserole

a supplement section
of the gateway

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b.s.p. bayer

arts editor
john makowichuk

In five minutes it will be midnight, and we will all turn into pumpkins.

The SUB lamps are shining in on us and making our minds empty. Luckily, the Casserole is full.

This week we examine the kind of teaching going on in universities. The cover photo, taken by good ol' B. S. P. Bayer on his trip to England last summer, is a detail of Rodin's statue, "The Burghers of Calais", which stands in the Victoria Tower Gardens in London. We thought it really covered the idea of this issue.

This page carries an interview story with the continent's leading authority on the evaluation of college teachers and teaching methods, Dr. W. J. McKeachie of the University of Michigan.

Page C-3 is reprinted from the Ryerson Polytechnical Institute "Eye Opener". It is an articulate study of what could happen to university education if Student Power were carried to its logical fulfillment.

Some of the campus's top professors and Dr. Max Wyman, Academic Vice-president, talk about their ideas of good professors in our centre spread.

Check the fine arts pages for a review of "The Miser", Studio Theatre's latest production.

And regard the whole thing as the editor's dying words. She is resigning—for depersonal reasons. (Actually, she's been in love with Harv Thomgirt for three years, and has now discovered he is a real snake. Unable to bear the emotional pressure of seeing him in The Gateway office, she has bid a tearful farewell to the high endeavor of Casserole. Good luck, John. Keep your copy clean.)

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McKeachie talks . . .

"The Professor is a fellow learner"

By ELAINE VERBICKY

Dr. W. J. McKeachie is the kind of professor who gets called to Washington about once a week, by the government or by the American Psychological Association of which he is secretary.

He is also the kind of man who still teaches a freshman course in psychology at the University of Michigan.

Dr. McKeachie visited U of A last week to speak about the professor as a teacher. He was qualified by years of psychological research into instruction in universities.

"The best teachers are the ones trying to work themselves out of a job," he said. "The university teachers of the future will be more problem posers than walking encyclopedias."

Often college professors are computer terminals propped up behind a lectern, programmed to spout information for a certain number of minutes. Dr. McKeachie thinks this is very bad.

"The professor should be a centre of standards for a learner. He should be someone who has achieved some degree of expertise in learning a scholarly field. He is a motivator, not a storehouse of knowledge."

The best professors are the ones who realize what they know will



W. J. McKEACHIE

become obsolete as their students progress beyond them.

"If we are a community of learners, then teachers have the responsibility to assist the students' learning; students have the responsibility for their own learning; and students have the responsibility for their professors' learning," he said.

Somehow, not many people, either students or professors, seem to be accepting the results of his studies comparing strictly factual

lectures with free discussion classes and tutorials for educational efficiency.

"Facts are easy to teach, easy to examine on," he said. "They are also easy to learn. The student doesn't have to cope with uncertainties of this or that relationship or concept."

"The teacher gives out, the students write down, and nobody asks embarrassing questions."

He described an experiment he and a number of professors of psychology used to determine the effectiveness of different types of classroom instruction.

"We divided the students registered for a course into three groups, matching them for intelligence and other factors. The first group had an old-fashioned recitation-and-drill class. The professor would ask a question, get an answer from a student, then ostentatiously mark something down in a big black book. We posted standings at the end of each class and kept a cumulative record."

"The second group was a discussion class—student participation loosely led by the instructor. Its members were given essay exams."

"The third group took a tutorial. The professor came to class with a briefcase full of books, spread them on the table, then sat at the back of the class waiting for students to come with individual questions. Attendance was not compulsory."

Dr. McKeachie chuckled recalling this group. "The university rector called up our professors. Some parents had been complaining because they were paying tuition fees and their children weren't being made to attend class."

Results? The recitation-and-drill group led the field slightly in final results. But five years later more people from the discussion class had remained in the field of the original course than had people from the other two groups. "Discussion classes increased motivation to learn," explained Dr. McKeachie.

Dr. McKeachie emphasized the need for universities to maintain small group experiences in their instruction.

"Big lecture rooms and long dorm halls are not conducive to the kind of learning that ought to go on in a university," he said.

Should universities be limited to a select few?

"In my conception," said Dr. McKeachie, "100 per cent of the people ought to get higher education of some kind. And the lower your ability to learn, the more you ought to be taught how."

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Background

This article is reprinted from the Ryerson Polytechnical Institute's maverick newspaper, "The Eye Opener".

Its author, Ian Young, gives a thoughtful analysis of what the student power movement does to the concept of the normal North American university.

Besides being a political analyst, Young is a poet. His work is included in two forthcoming Canadian anthologies: *Fifteen Winds*, edited by Al Purdy, and *Poets of Canada—1969*, edited by James Penman Rae.

WHAT WOULD HAPPEN IF HE WERE ABOLISHED?

Do students know as much as their profs?

Once upon a time, when the world was young, students came to a college or university to learn. But life has changed, and students now feel they know everything already, and they apparently come to college or university only to bully the professors and administration into conformity with their own political doctrines.

There was a pathetic but amusing little piece in the U. of T. Varsity a short while ago complaining that President Claude Bissell had an 'elitist' view of the University because he has the preposterous notion that some people have more wisdom than others! Now this has always seemed to me one of the cold, hard facts of life—that some people have more wisdom than others (Bertrand Russell, compared to, say, Soupy Sales). But in our increasingly equalitarian society, this has become an embarrassment. In the bold new age into which we now resolutely stride, fists clenched, chins out, eyes glassy, Everyone is as good, and as wise as Everyone Else, and in implementing this new levelling, the few heads protruding above those of the crowd, must, of course, roll. As Tony Macgregor so nobly expressed it in this paper recently, "If we have to have a few bloody heads to gain human dignity, let's have them now."

"The important thing is that educational institutions should not become extensions of a political movement any more than they should be instruments of big business interests."

The catchword for all this is of course 'democracy', and who can object to that? The college, we are told, must be run 'as a democracy'. It sounds quite reasonable until, on examining precisely what it means, we find that it involves allowing the nature of knowledge and truth to be decided by a majority vote.

The supporters of 'student power' say they want the university and all its courses to be 'radicalized'—in other words they want all instruction to be oriented to their own political beliefs. Under this New Order in Education, instructors would have to tell students only what the students want

to hear, under threat of being democratically voted out of their livelihood. The teaching of English, for example, would concentrate on the political views of the authors studied. I have heard the demand that the 'segregated', 'reactionary' poetry anthologies now in use (containing Spenser, Shakespeare, Milton, Eliot and other bourgeois writers) be dumped and replaced with 'radical', 'integrated' anthologies (presumably including Countee Cullen's doggerel, LeRoi Jones' hate poetry—"Smash their jellyfaces"—and Joe Wallace's hymns to Sputnik).

The Student Power leaders are Marxist materialists; we need have no illusions about how the implementation of their doctrines would change the nature of education: every subject from anthropology to solid state physics would be 'taught' according to Marxist-Leninist pseudo-philosophy. It sounds ridiculous and impossible, but this is precisely what has happened in every country where Marxism has come to power, from Germany to Cuba.

The stultifying dogmas of socialist realism in art, Lysenkoism in genetics and behaviourism in psychology managed in the countries where they were applied to systematically strangle worthwhile art and science and replace them with 'people's art' and 'people's science'. This sort of populism we can do without.

The student power people are convinced they are resisting conformity and authoritarianism, but what they are in fact resisting is the oppressiveness of their own freedom. Western society, and in this at least, the student power spokesmen would agree, is afflicted by a dreadful lack of real spiritual purpose; material gain and an illusory 'progress' are all we are offered in return for our obedience and our effective silence. The student revolutionaries have at least grasped this fact, as the capitalists of the corporate elite which presently runs our institutions of 'higher learning' certainly never will. But while grasping this, what they do not recognize, what they are profoundly afraid of recognizing, is that they themselves are infected with this same loss of individual purpose and this same lack of self-belief. It is evident in their conversation, in their writing, in their whole life-style—a deep and terrible nihilism, no less terrible because it is concealed by the blander nihilism of the society that gave rise to it.

As it is manifested in their formal education, this lack of self-belief and attendant lack of real values on the part of many young people is reflected in the fact that they (like the author of the Varsity article) cannot stand the thought that the instructors might know more than the students do or that they seem to have a set of values of their own. Unable to believe in their own sense of affirmation, they are frightened by

"The college, we are told, must be run 'as a democracy'. It sounds quite reasonable until, on examining precisely what it means, we find it involves allowing the nature of knowledge and truth to be decided by a majority vote."

their professors, frightened by the often illogical and bureaucratic structure of the institutions they have joined, and, unwilling or unable simply to withdraw (for no one is forced to attend college), they instead look around for a mob to join or a pack to howl with so that they can feel warm and comfortable as part of yet another Big Group (The Canadian Student Movement, linked by ties of fraternal support with our comrades in Berlin, Bulgaria and Uttar Pradesh). As Genghis Khan said of the Horde, 'It gives you a nice feeling of belonging.'

The other night, I heard someone called Andy Wernick introduced to a left-wing meeting as 'the leader of the Canadian student movement'. This, I'm sure, is news to most students. (Mr. Wernick sports the title of 'University of Toronto Students' Administrative Council Education Commissioner!')

All this huddling and fist-shaking is unnecessary and fraudulent. If a student has any real sense of individual self-worth and self-affirmation, even the most incompetent or tyrannical instructor or administrator could not engender the bitter resentment and smouldering violence evident in so many of the student power advocates today.

The cries of Power cover an appalling spiritual impotence—a malaise of the soul, and the ac-

tions they engender are nothing but phony heroics. At last year's graduation ceremonies at the U. of T., one militant young man took it upon himself to make a bad-tempered speech and tear up his degree. Of course, the University, being extremely liberal and tolerant of hot-headed young men, kindly gave him another one, as he had no doubt they would. They should have let him go without his degree if he was so displeased with it; and we would have had more caterwauling from that young man than from the baby who throws his dinner on the floor and bawls to be given another plateful.

But even though the revolutionaries' doctrines are Marxist, some clear parallels are apparent between what is happening now and events in Germany in the 'thirties. Then too, students (young Nazis in this case) rose up against their professors demanding that age give way to youth and that old, dead, bourgeois ideas yield to the surge of Power. There too, it was demanded that professors be dismissed for their political views. There too, as recently as Columbia, administration offices were broken into and books were burned. And there too, the students had 'allies' among the instructors.

Today, individuals like Jerry Farber use the Nazi pamphleteer Julius Streicher's technique of whipping up hatred by constantly associating one's enemies with obscenity. Streicher used this method in his paper *Der Stürmer* against the Jews; Farber, in his scurrilous article 'The Student as Nigger' used a similar method, manipulating students' sexual hangups, confusion, fears and self-loathing to turn them against their teachers.

We are told by men like Farber that North American students are downtrodden and oppressed. In reality, they are among the most privileged of the world's peoples. But some of them like to feel downtrodden and oppressed as a sop to bad consciences. Farber's comparison of students to 'niggers' encouraged this. It was not only cynical but betrayed a callous insensitivity to the real situation of the Black man in America.

Sometimes it seems if anyone is oppressed at the universities it is the faculty. I have seen an anthropology instructor continue lecturing for a full forty-five minutes while being pelted with paper and half-eaten fruit. And the poor man was so intimidated he just stood there and kept right on talking.

Even when students get the individualised freedom they claim to want, as at Rochdale College, they seldom know what to do with it, as they have no real purposes or ambition. These are some of the courses the Rochdale students have offered themselves:

The relationship between death and for example the rise of liberalism;

The development of a worm-hole theory of existence;

The philosophy of Heidegger (sic!). This one was soon changed to one of 'existentialism' when it became apparent that no-one was interested in Heidegger. 'Existentialism' of course can be made to cover just about anything;

A seminar devoted to the reading and discussion of pornography.

Rochdale is presently little more than the most pretentious high-rise apartment building in the city, but it could develop into something really productive if its students are serious enough to improve its standards as activity increases.

"Sometimes it seems if anyone is oppressed at the universities it is the faculty. I have seen an anthropology instructor being pelted with paper and half eaten fruit."

The important thing is that educational institutions should not become extensions of a political movement any more than they should be instruments of big business interests. Intelligent, civilized protests, like that at the Ontario College of Art last year, is vital, healthy and good; the sanguinary demagoguery of totalitarian punks is not.

A university should provide an atmosphere of free enquiry wherein people can make decisions for themselves. To engender good moral or political or social values, it is not necessary for a university or college to come out on 'one side or the other; this can only stultify thought and enquiry. It should instead preserve its ability to allow its members their own minds and their own freedom, whether they like it or not. If it can do this, it may also form the basis for social change of the best and most lasting kind.

The profs discuss

Students should participate



PROFESSOR DICK WEAVER

"Lectures fail to fulfill the fundamental purpose of learning. They . . . bring the student no closer to self-realization."



PROFESSOR TED KEMP

"It is absolutely essential to get students deeply involved in the subject. They must be grabbed by it."

"Teaching is many things.

"It is research conducted with students (in contrast to hired technicians). Teaching is the excitement that can be generated in a student's mind by the mere presence on the same campus with faculty minds known to be creative and to be esteemed by the profession. Teaching is the random suggestion, however inarticulate, conveyed perhaps osmotically, that a certain problem is important to investigate. Teaching is casual conversation. Teaching is lecturing to large audiences. Teaching, above all, is something that is important to say. Teaching is many things. And the only possible prescription for it at university or college level is to see that somehow, in some way, active junior minds are in some kind of contact with active senior minds." (Robert A. Nisbet in "Conflicting Academic Loyalties")

The university professor has classically been thought of as fulfilling three basic functions: the research function, exploring the frontiers of human knowledge; the informational function, transmitting formalized knowledge concerning the nature of the world and man; and the character-developing function, involving the inculcation of values and the development of character.

In the modern times the third function has greatly declined and the first two have risen in importance and become separated.

Since there is evidence that a positive correlation exists between excellence (both institutional and individual) and faculty interest in students, we felt that the opinions of professors on what they feel a university should be and what their role is in such a university would be of significant interest to students.

The professors interviewed were chosen from the students' union course guide honor roll: Professor L. Yeudall and Dr. W. A. Blanchard of the department of psychology, Dr. Manus Sasonkin of the department of music, Prof. Ted Kemp of philosophy, Prof. W. E. Harris of chemistry, Prof. R. R. Hett of history and Prof. Dick Weaver of English.

In discussing what a university is or should be, about the only common conclusion was there can be no clear-cut, all-encompassing answer to such a question.

Dr. Blanchard felt the basic purpose of the university to be the "getting and dissemination of two classes of knowledge." First would be information in the form of facts aimed at students and second,

the acquisition of meaning through the organization of information.

Dr. Sasonkin said, "The university should act to enlarge the thinking mechanism of the individual."

Professor Yeudall agreed, saying this would make the student aware that life is complex and there are no simple answers.

"Society has turned the university around to where it is now thought of as an end, when in fact it should be considered as the beginning of enlightenment," he said. The professor's role is determined by the personal goals of the individual profes-

**Feature by
Hu Arnold
and
Peter Roberts**

sor and by the subject being taught. The broader his personal experience, the more the professor has to offer his students and the greater the personal impact behind the facts.

Dr. Sasonkin said a teacher is someone with something to communicate, and he should use teaching as a "distillation and communication of his other work in the field. The teacher must cut the umbilical cord of the student to make him self-supporting and independent." He must equip students to survive in the world and attempt to raise the student's equipment to the maximum.

All the professors interviewed agreed that research and teaching complement one another, since the disseminating and getting of knowledge cannot be separated.

Professor Yeudall said research is one basis of knowledge and thus helps the professor decide what he will teach and impart.

If a professor's research is not relevant to his teaching or has no influence upon what he teaches or the way he teaches it, then the research can only be considered a hobby, said Dr. Sasonkin.

All the professors interviewed felt their most important task as teachers was to present some sort of philosophy of knowledge and ways of using it.

The professor must create conditions for the student to develop his own meaning, said Professor Yeudall. "He must challenge the student's belief systems and shake down biases and prejudices. First year students enter the uni-

versity with concrete belief systems and the university introduces them to more abstract systems."

Dr. Blanchard felt the university does a good job in research and in dissemination of information, but greatly falls down in providing the support and information for students to engage in the attempt to acquire meaning.

Much of this failure is due to the present lecture system, which allows the professor the opportunity to suggest organizations but which does not allow the student to acquire meaning, said Dr. Sasonkin. "Education becomes meaningful in discussion; information is only fuel in the educative process and thus it is in the seminar that education truly exists."

"The teacher should act as a catalyst to improve on and focus the relationship between student and material, and to help the student discover how he can involve himself in the material to sharpen his reasoning and improve his perceptions," said Dr. Sasonkin. The professor acts as a guide, relating the course to real life experiences and letting the students examine themselves and what they want to know.

How far should you, as students, be held responsible for your own education?

To some questions like this there was agreement. Prof. Ted Kemp, Prof. W. E. Harris, Prof. R. R. Hett and Prof. Dick Weaver believed it was vital to have student participation in drawing up the curriculum, but, with the exception of Kemp, they made the reservation that the details of content in each course be the final decision of the professors themselves.

None of them felt they had been restricted at all by the university administration in their own methods of teaching.

Professor Kemp feels that the major responsibility for learning lies with the student himself. The professor, he said, should not be a 'fount of information' but should present relevant issues for discussion.

Prof. Kemp does not lecture as such. He feels that lectures serve no purpose if they merely transfer information. The best technique, he says, is the dialogue situation, where the student is confronted with ideas in open discussion groups.

"It is absolutely essential to good pedagogical practice to get students deeply involved in the subject. They must be grabbed by it," stated Kemp. If a professor cannot instill this involvement in his students then, said Kemp, "he must go." The size of the lec-

lectures, learning

in drawing up the curriculum

ture is unimportant with respect to involvement.

Kemp strongly dislikes grades and exams. "If a subject isn't interesting in its own right, nor can it be made interesting, how can you make it valuable by assigning it a number?"

On student power Kemp said "students have been put down too long". The change to student power is inevitable, and the only question is whether it will come easy or hard. If the Administration doesn't bend more than half-way to meet students' demands, stated Kemp, the change will come hard.

Actually, said Kemp, the students do have power and the professors know it. The professors are scared of students because they (the profs) don't teach properly. What the students must do is use the power they have effectively.

Whereas Prof. Kemp felt the most useful form of education is discussion, Prof. W. E. Harris said "discussion is not a very effective method of teaching science, because there is not much room for discussion in this discipline (chemistry)".

Harris feels that the purpose of the student is to acquire competence in the area of his choice, and he said that in the field of chemistry there is not much choice for anyone in terms of what you learn.

Talking on the question of specialization versus a liberal education, Harris said "the B.Sc. student is normally broader educated than the B.A. student".

When asked about student power Prof. Harris stated that to his knowledge there is at

present effective student representation on the necessary councils and that within his department students have the chance to voice any relevant criticism on any specific course.

He said it is unfortunate there are from time to time groups that can't remain within the limits set by society, and who try to disrupt the present state of affairs.

Talking of these revolutionary groups in society at large he used the following analogy: "entropy is a measure of disorder of a chemical system. If the disorder increases the entropy becomes larger. Any spontaneous process (analogously, a revolutionary movement) increases the entropy".

Prof. R. R. Hett of the history department agreed with Prof. Kemp, saying "it is preferable to have students learning in discussion groups always, if possible". But, although "the lecture system is always second best," he feels any other form of teaching is utopian due to the economic and size limitations of the university.

Are universities turning out technically qualified morons? That is true to some extent, said Hett, but the problem lies not only within the university. The demands of society and the present school system, which places too much importance on fact, are also to blame. "We must have student participation at much lower levels of the educational process."

Hett said that one of the problems arising from this factual emphasis in high schools is the degree to which students, when they get to university, WANT to decide

education questions for themselves. He finds that too often when he gives the students an open field of study, they actually ask him to be more specific in terms of the subject matter. "The majority of students find they want to be judged."

Prof. Hett would like to see all students go through a general programme before being allowed to specialize.

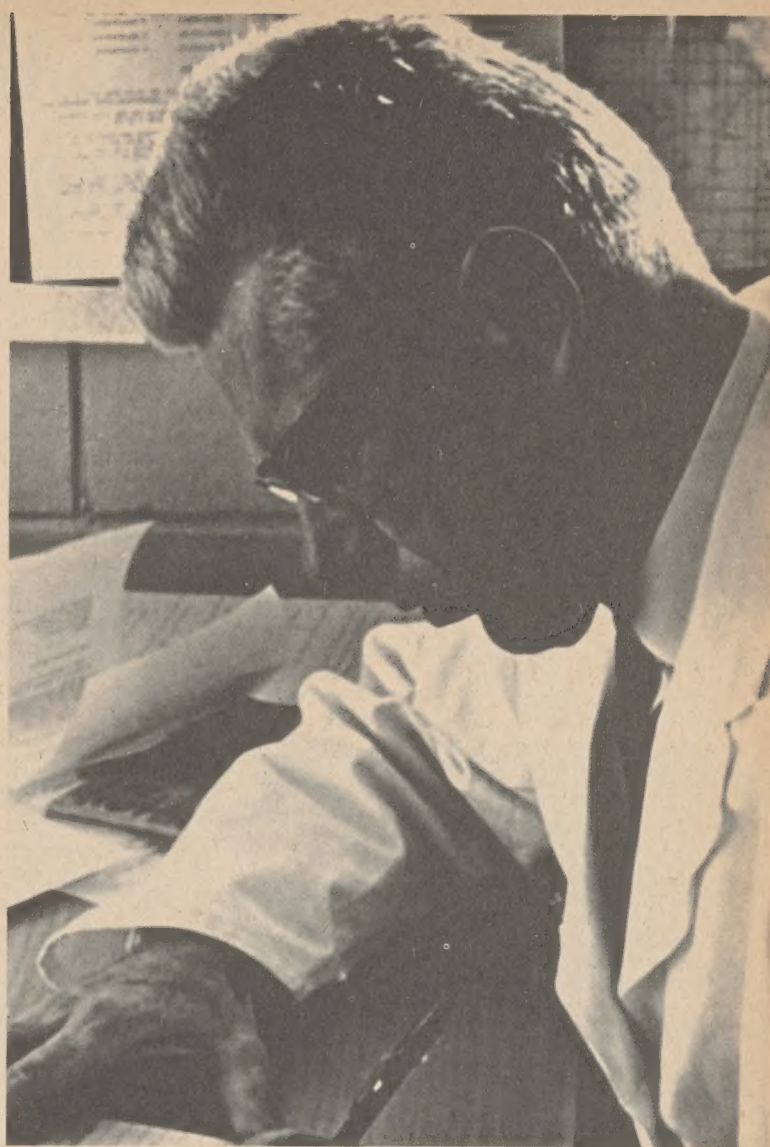
Asked whether he felt groups which involved both the student and professor at an emotional as well as intellectual level (T-groups and encounter groups) had a place in the university, he replied, "I react against emotion. I think the intellect of the person is the part that should be employed."

Prof. Dick Weaver feels differently. He is interested in "the student as a totality." Learning, he said, not only entails knowledge but also an awareness of oneself. In order to become a complete person the student has to become emotionally involved in his subject.

Prof. Weaver said that lectures fail to fulfill the fundamental purpose of learning. They are effective to the extent that they can put over general concepts but they bring the student no closer to self-realization.

He is concerned with 'being' rather than just 'knowing', and his classes are geared to this goal. His classes are based on the type of human relationships groups called "encounter groups."

Prof. Weaver feels that student politics are by no means the only effective vehicle for change. Students who drop out of university because they disagree with it, are making



PROF. W.E. HARRIS

as significant a social act, in the long run, as are those who try to change the institution by political action.

But the important thing, stressed Weaver, is not the social significance of the act, but whether or not it is completely true to one's set of values.

There are two sorts of experience, said Weaver, the first being "authentic" experience and the second being "inauthentic" experience. The first is the individual's sphere of action and the second is society's.

You cannot sacrifice the authentic (individual) experience to society's demands. You must make one choice from the many aspects of any situation, and the validity of that choice is taken only in terms of its consistency with your own conscience. You cannot compromise your own ethical standard, said Weaver.

It is self-deception, said Weaver, to go along with the system in practice while inwardly feeling that that system is corrupt, but without acting on this belief even if only in personal terms.

Profs are judged on their research and teaching

By CATHY GOVIER

There is no ideal university professor, according to Dr. Max Wyman, academic vice-president of the university.

There are not many professors outstanding in all areas of their work.

"I could see a division where some professors could be responsible for nothing but research, and some for nothing but teaching," he says.

"But the large majority of employed professors would combine both activities."

He refers to the students' union course guide as "the students' Bible".

"The quality of teachers and teaching method is too strongly emphasized," he says. "At this level, the student should have the responsibility for his own education."

Dr. Wyman believes a poor professor can sometimes stimulate a student to discover the subject by individual effort.

He could be more effective than a "good" professor by ordinary standards.

"This is not to say that professors need not be judged on their teaching abilities," he adds. "A valuable qualification of a professor is a sincere love and enthusiasm for his subject. He must be able to communicate this to his students."

The method of communication between professor and student should vary with the subject considered, Wyman feels. While some courses, such as English, benefit by discussion and by question and answer periods, others do not.

The professors are relatively free in matters of method and marking. The stanine is only suggested as a common classroom system of evaluation.

At present the university has no provision for the training of professors as teachers.

The tenure committee is the university body which evaluates professors.

This committee is formed by the dean of the faculty, the head of the department and two members outside the department.

A professor comes before this committee after four years of employment at the university.

During these four years he has been judged by his department and has advanced through the ranks accordingly. He is then considered for a permanent position.

The committee investigates four areas of performance: teaching, research, contribution to the university as a whole and contribution to the profession.

His teaching is evaluated by other professors. Student questionnaires may be submitted, but the professor is not obliged to give them to the tenure committee.

"Whether or not the students' union course guide will be taken into account will be determined over the next few years," says Wyman.

If a professor is denied tenure, he has a year's notice. He then should move to another university.

The Resurrection of the Devil In contemporary pop music

by r.a. kawalilak

'I beheld Satan as lightning falling from heaven. He wished to be thought an exalted power, which is above God the Creator, and to be thought to be the Christ, and to be called the Standing One.'

LUKE

The twentieth century will be written into the history books as a period of great social upheavals, tragic destructions in war, and legalized genocide. It will be known as a time of the primitive spirits and unawaking life.

We are witnessing this in the contemporary pop music field.

'I am the lord of hell-fire and I bring you fire.'

So declares Arthur Brown in the current top 40 chart-toppers "Fire". Brown, whose act is billed as the Crazy World of Arthur Brown, happens to be the ultimate symbol for the devil. This prince of darkness bursts from a mammoth egg onto a stage, bathed in fire-light. He preaches a gospel of 'go through fire to be cleansed, go through evil to be made innocent. Turn away from safe white, drown in mad black'. Brown, who happens to be

a Phil, graduate from Reeding University, is not an isolated example at all, even though his act which includes setting himself on fire is by far the most dramatic.

Along with "Fire", Brown's symphony to the devil, several other powers of darkness songs have made the top of the charts. Hugh Masekela's "Grazing in the Grass", a devilish, black-sounding blues number topped the Billboard North America charts this summer. "Ring of Fire", a Bob Dylan composition and performed by 'Jools', is the recent British sensation. Currently, a prayer to the devil for intercession in love, "IN-A-GADDA-DA-VIDA" by the Iron Butterfly, is receiving extensive air-play locally.

The Moody Blues' latest album, 'In Search of the Lost Chord', shows the ghost of Christ rising in fire from an open grave. The 'Grateful Dead' are playing an 'Anthem of the Sun', the Rolling Stones play their 'Satanic Majesties Request', and Al Wilson sings of 'The Snake'.

In the novel 'My Detention' by Christopher Logan, pop music breeds a dark power. "There is a

belief in a force, altogether distinct from physical power, which acts in all kinds of ways good and evil, which it is of great advantage to possess or control . . . It is a power or influence, not physical, and in a way supernatural, but it shows itself in physical force, or in any kind of power or excellence which a man possesses. This devil is not fixed in anything, and can be conveyed in almost anything . . ."

Even that lost dream of the future, the Canadian Pop scene, has come under the influence of this philosophy. The Collectors, a Vancouver based group, in a mind-bending collage of dark-tinted sounds, beat you with the 'What Love' (Suite);

love is not beauty or passion
love is violence
black is masculine violence
. . . what love?
. . . does anyone hear?

Is our music a mirror of our own violence and insensitivity? Has the philosophy of love really died and been replaced by the philosophy of blackness? If it has, what else is there?—after the resurrection of the Devil.

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Films

Dialogue between the Monolith (from 2001: A Space Odyssey) and Barbarella (from Barbarella):

The scene is Ultimate Space—rather a vague area, all misty and radiant. Slowly the outlines of our characters emerge. The monolith is shiny, mathematical, intimidating, inscrutable. Barbarella is Jane Fonda, intriguingly semi-nude beyond the wildest dreams of the pre-18s who are flocking to the first non-Restricted skin-flick in the history of this fair province.

The Monolith: I must say I find inhabiting the same fictional universe as you do extremely distasteful. My Maker, Mr. Kubrick, went to such pains to construct in me the ultimate symbol!

Barbarella: I sorta preferred Max von Sydow as Jesus in *The Greatest Story Ever Told*. You're not very sexy.

The Monolith: Did anyone throw himself at the screen screaming "It's God, it's God!" for Max?

Barbarella: No, but you shudda seen the cast party! But enough of this banter. Let's get to the point: what d'you have against me?

The Monolith: You're vulgar! Utterly and completely! Kubrick spent millions of dollars achieving verisimilitude in his masterpiece; in your vehicle the wires show, the special effects are all out of old Hercules movies. . . .

Barbarella: O.K., so I'm not swamped in hardware. So millions of dollars that might have filled the mouths of the hungry wasn't spent on me. So what? Haven't you ever heard of "willing suspension of disbelief"?

The Monolith: Not when it comes to things like your Angel—not an ignoble figure in the original cartoon strip—sounding like a ninth-rate gigolo! Not when it's a matter of your considerable charms being prostituted to a musical score that would have sounded shocking in a Hollywood B-movie of the early fifties.

Barbarella: You've got a point. But is vulgarity the worst sin? How would you react to an accusation of crass obscurantism?

The Monolith: (Loftily.) Accuse away!

Barbarella: You asked for it. How come a big intellectual director like Mr. Kubrick can make a film that goes on and on, it sure isn't too fast for folks to grasp, and when it's all over nobody knows what happens?? (Unless they read Mr. Clarke's book, which Mr. Kubrick travesties anyway.)

The Monolith: Because the ending is ambiguous and pregnant with meaning.

Barbarella: Look, I may look like a hick little girl from the midwest, but I went to the Sorbonne and I know all about ambiguity. But how ambiguous can you get? I mean, there's them as thinks the film's really upbeat, a hymn of praise to man's indomitable spirit. Fine. But there's others as swear it's the most blankly pessimistic film ever!

The Monolith: Pessimistic? With all that hardware?

Barbarella: Yes, with all that hardware, with the only human being in the film a faggotty computer called HAL (one down from IBM), with Keir Dullea coming across as the most dehumanized thing since the Chicago police, with the film ending with his finding his own death in an airless 18th-century room.

The Monolith: But, assuming that nihilism, what better can you offer? The slick, crass betrayal of what might have been a charming idea.

Barbarella: Weren't you even a bit amused?

The Monolith (melting; rather a gooey sight): Well, I must admit I enjoyed the first half hour, and there were intermittent good things thereafter.

Barbarella: Aw, you're sweet. And I thought 2001 was intriguing—icy, infuriating, but intriguing. And come to think of it, you're even vaguely phallic. . . .

With which we draw a discreet curtain over the rest of the scene.

—John Thompson

recordings

The Reprise—Warner Brothers label should be congratulated simply because it is one record-making body that is not afraid to experiment. Experimentation has resulted in two excellent albums by Van Dyke Parks and Randy Newman.

SONG CYCLE by VAN DYKE PARKS is quite interesting, but still in its experimental stages. While impossible to decipher any meaning from the album, the general sound is enchanting, including practically every rhythmic and harmonic variation imaginable. "Vine Street", a selection written and arranged by Randy Newman, and "By the People" are unbelievable in both their technique and imagination, the latter featuring an "authentic folk choir", to quote the record cover, while the former suggests passages from Beethoven's Ninth Symphony. The album's only instrumental, "Donovan's Colors" (written by Donovan Leitch) demonstrates Van Dyke Parks' ability to expand a simple theme.

The RANDY NEWMAN album has to be the most underrated album in record-making history. Employing a seventy piece orchestra, Newman creates arrangements which are technically as good as others, only much more imaginative. His sometimes intricate orchestration serves to emphasize the meaning of the lyrics rather than obscure them.

The most fascinating aspect of Newman's songs is their realism. For example, "Love Story" is a beautiful comment on the meaninglessness of life; the words are supplemented with meaningless orchestral "gimmicks" such as the ludicrous inclusion of castanets, which are so out of context that the perceptive listener can get the feeling of the futility which Newman portrays, only he is able to laugh at it. In "Davy the Fat Boy", however, the humorous orchestration serves as a contrast to the theme of man's inhumanity to man, emphasizing the actual real-life, day-to-day tragedy.

Musically, his songs are nothing less than works of genius. His harmonies flow smoothly and every innovation has a musical as well as a lyrical purpose to it.

—Larry Saidman

Words wanted

Leona Gom, editor of Inside magazine, has discovered the campus has a lot of poets but few writers of prose. If you have a short story, a fable,

or an exciting NEW prose form, bring it up to her office (room 282b, SUB). It's about time somebody made Leona happy.

Moliere at Studio Theatre: But Father, I'd rather do it myself

The tastes and demands of a modern audience have changed considerably from those of the 17th century French court, and to take a play by Moliere, in translation, and be able to work it into a performance that is as appealing today as it was to Moliere's audience is a difficult task indeed. The U of A Drama Dept.—Studio Theatre—deserves a lasting applause for they have done just this with *The Miser*.

Praise must be first given to Director John Terfloth. He did an admirable job of overcoming the difficulties involved in making translated Moliere palatable. Action and speech were pushed to a galloping pace. All the characters were slightly distorted, though never past the limits of believability. The role of audience as actor was utilized to the full. The Miser was certainly the tightest, most unified production I have seen at Studio Theatre.

Tuesday night was studded with outstanding individual performances, the best of which without doubt, was Jeremy Dix-Hart. His acting of Cleante deserves only superlatives. He carried himself as the perfect fop consistently and magnificently. Dix-Hart was one of the two members of the cast who were able to handle and control their ends of the accelerated dialogue.

I went to the play with deep reservations about Walter Kaasa's ability. He butchered the role of Volpone last Spring. However, in *The Miser*, even he was outstanding. At times he tended to ham needlessly out of character. He fumbled over words occasionally. Nothing quite as serious as I had expected. I think I would have liked to have seen him present Harpagon a little less amicable and a little more miserly.

Pieterella Versloot was her usual magnificent self. Not only that, she acted her part well as Elise. Nancy Beatty's role of Frosine was likewise well acted. These two are fascinating to watch when not directly involved in the action on stage. Both have mastered the slight and subtle gesture. Nancy Beatty is especially good with her hands.

Alexander Diakin (La Fleche) and Jay Smith (Master Jacques) are also to be applauded for their acting. Diakin perhaps was a little too bouncy.

Elmer Hohol (Valere), Catherine Jackson (Marianne) and Richard Sutherland (Anselme) each did an

adequate job but weren't as impressive as the others. Hohol did handle his speech well, though at a slower pace than the others. There was simply no bad acting in the production.

Costuming was varied. While some were accurate reproductions of the time and place, others, under no stretch of the imagination, could be related to 17th century France. On one hand were the costumes of Cleante, Anselme, and Master Jacques, all very convincing; on the other hand was the costume of Marianne, complete with bonnet, looking like she had stepped out of late Victorian England. A very major fault in the costuming was evident in the case of Frosine. Harpagon spends a great deal of his time

oogling over Miss Beatty's bosom. I think it would have been a nice gesture if Miss Beatty's costume could have been altered somewhat to show that there was indeed something that Kaasa was gaping at. They proved it could be done elsewhere.

The set by Gwen Keatley served a purpose, I suppose (I'm not sure what.) It would have been nice if it had resembled the interior of an abode or a courtyard of some sorts. As a matter of fact, it would have been nice if it had resembled anything.

Nonetheless, Studio Theatre's production of *The Miser* was lively success thanks to very good acting under very good direction. My condolences to those who missed it.

—Philip Hinman



Walter Kaasa as Moliere's Miser

—Photo by Peter Emery

STUDENT EMPLOYMENT INFORMATION

Week of October 28, 1968

H. G. Acres and Company	— October 28, 29
Goodyear Tire & Rubber Company	— October 28, 29
Shell Canada Limited	— October 28, 29, 30, 31
Public Service Commission	— October 28, 29, 30, 31 & November 1
Alberta Oil & Gas Conservation Board	— October 30, 31
Marathon Oil Company	— November 1

For further details, enquire at the

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Citadel opens new season

Sean Sullivan makes the Odd Couple operate

Last week the Citadel opened its 68-69 season with a vigorously entertaining production of Neil Simon's Broadway comedy *The Odd Couple*. If Thursday night's performance is any indication of the quality of play Director Sean Mulcahy is going to provide, Edmonton may look forward to a good season of professional theatre.

The success or failure of *The Odd Couple* depends almost entirely upon the handling of two roles, Felix and Oscar. Felix (acted by Claude Rae), a hopeless hypochondriac, upon whom any home-ec. dept. would be proud to bestow an honorary degree, is thrown out

by his wife for correcting her cooking and housework. After Felix unsuccessfully attempts suicide (he forgot to see what kind of pills he was taking), his best friend Oscar (played by Sean Sullivan) invites him to share his apartment. Simon provides no lack of laughter in the ensuing confrontation of these two unwilling bachelors. Oscar that perfect all-American slob painfully repents his invitation when he discovers that the misery of living alone is elysian compared to the torments of living with Felix. Felix torpedoes Oscar's Friday night poker games (he disinfects the cards) and sinks Oscar's chances with the delectable upstairs Pigeon sisters. Nerves run short and good humor is plentiful. The roles of Rae and Sullivan must either make or break the play.

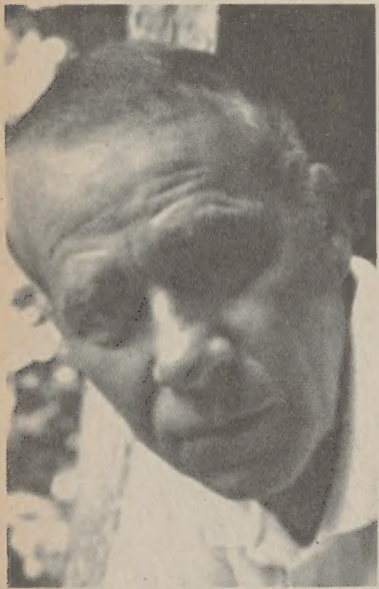
Most of the credit for the success of the performance must go to Sean Sullivan. His outstanding portrayal of Oscar makes the price of the ticket. Claude Rae was less successful. With the exception of the first part of Act two, scene two, Rae didn't come up with a very convincing performance. Straining under the weighty burden of his role, he tended to turn beautiful comic possibilities into ludicrous over-acting.

With the exception of Mary Barton as Gwendolyn Pigeon, the supporting cast failed to give Sullivan and Rae any substantial support. Performances of Speed and Roy by David Yorston and Hamish Robertson added nothing to the play. Vinnie and Murray played by Guy Sanvido and Denis Kalman weren't much better. The role of Cecily Pigeon was badly cast and poorly acted. At no time did

Carolyn Woodstock ever give the impression that she belonged, or even knew what she was doing on stage. Special laurels must go to Mary Barton. She was delightful. Also noteworthy is producer Phillip Silver who provided a well managed and convincing set.

The *Odd Couple* will be running at the Citadel until Nov. 2. Tickets may be picked up at the box office (10030-102 Street).

—Philip Hinman



Sean Sullivan

leftovers

The impact of SDU has been felt on this campus by all but the most insensitive student. We like to feel that if they are reactionaries, they are not in the position to be impervious to other groups. One of the groups we support is of course, Students for a Medieval University. But alas, another group has organized itself: Students for a Romanesque University. Oh where will it all end!

O	X	E=mc ²
X	X	O
X	O	O

LUV (dedicated to Al Purdy)

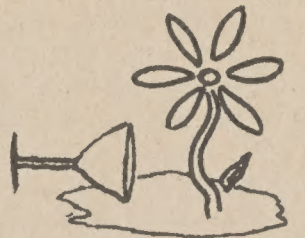
by R.A. Kawa-lilak



Last night I
was crowned
again.



You were sick
on the floor.



Yes. They have
taken to giving me
second-class wine, to
rot my poetry.

niccolini

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